

LATIN NOTES

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Address communications to Frances E. Sabin, Director of the Bureau

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PROPOSED DEFINITION OF THE REQUIREMENT IN LATIN

A report presented November 7, 1925 by a Commission appointed by the COLLEGE ENTRANCE EXAMINATION BOARD to consider the LATIN INVESTIGATION REPORT and to prescribe reading in Latin for 1929, 1930, and 1931.

This report will come before the BOARD for approval and adoption at the meeting to be held April 10, 1926. In the meantime criticisms and suggestions may be addressed to the Secretary of the BOARD, Thomas S. Fiske, 431 West 117th St., New York.

The report begins by a discussion of the recommendations offered by former Commissions appointed in 1908 and 1916 respectively, and stresses the forward-looking character of certain suggestions which were made (pp. 4-6). It then continues as follows:

The Commission wishes to give expression to its appreciation of the careful and valuable study made by the American Classical League on the subject of the teaching of Latin; it expresses its approval, in general, of the recommendations made, many of which, as the present report shows, it embodies in its own recommendations.

The Commission also feels that the time has now come to make effective the suggestion offered in the report of the Commission of 1916, relative to the giving up of the prescriptions. To quote from that report again: "It is evident that these recommendations look towards the simplification of the examination papers, and the abolishing of prescriptions in favor of comprehensive examinations."

* * * * *

The abolishing of these prescriptions would result naturally in the simplification of the examination papers.

There is one change not involved in this simplification that the Commission would like to suggest, namely, that examinations in prose composition should be suitable in character and difficulty for students who have had two and three years of Latin—in other words, that Latin composition be not required in the fourth year of Latin study.

The Commission believes that while Caesar, Cicero, and Vergil have stood the test of time as the authors best adapted for the early years of Latin study and should, therefore, form an essential part of the study of Latin in all high and preparatory schools, teachers should be encouraged to read and to have their pupils read from a wider field, according as taste or opportunity may dictate.

The Commission therefore makes the following recommendations:

- I. a) That there be no prescribed readings after the year 1928, for which year prescription has already been made and announced.
- b) (1) That in the second year the early reading be easy Latin, which may be "made" or adapted Latin; but that not less than one

semester of this year be devoted to the reading of selections from Caesar; and that the reading for the year may well include easy selections from such authors as Aulus Gellius, Eutropius, Nepos, Phaedrus, Quintus Curtius Rufus, and Valerius Maximus, or books of selections containing some of these together with other authors of prose works.*

- (2) That in the third year,† if the reading is in prose, as the Commission would recommend, not less than one semester be devoted to the reading of selections from Cicero; and that the reading for the year may well include selections from such authors as Pliny, Sallust, and Livy, or books of selections containing these and other authors of prose works.‡

- (3) That in the fourth year,† if the reading is in poetry, not less than one semester be devoted to the reading of selections from Vergil; and that the reading for the year may well include selections from such works as the Metamorphoses, Tristia, Heroides, and Fasti of Ovid, or books of selections containing poems or extracts from Ovid or from other poets.‡

- II. a) That the following examination papers be eliminated: Latin 1, Latin 2, Latin 4, Latin 1-2-4 combined, Latin 5, Latin 6, Latin P, and Latin Q.

- b) That the following examination papers only be given: Latin Cp. 2,** Latin Cp. 3, Latin Cp. 4, Latin Cp. K (fourth year—Latin prose authors), Latin Cp. H (fourth year—Latin poets), all of which may be printed on one paper.

- III. That the definition of the requirement read as follows:

The examination will be adapted to the proficiency of those who have studied Latin in a systematic school course of five lessons each week, extending through two, three, or four years.

The paper will include passages of Latin prose and verse of varying degrees of difficulty for "comprehension"§ and translation, and passages

*Various good books of selections are given in the General Report, Part I, of the Classical Investigation, pages 146-150.

†If the reading of the third year is in poetry and of the fourth year in prose, the suggestions under (2) and (3) should be reversed in order.

‡Various good books of selections are given in the General Report, Part I, of the Classical Investigation, pages 150-151.

**Cp. (Comprehension).

§The passages set for "comprehension at sight" take the place of the formal grammar (Part II of Latin Cp. 3) and of one of the passages set for prose composition (Part VI of Latin Cp. 4). A larger amount of Latin is thus set before the candidates so that the judgment of their knowledge and ability may be based on fuller evidence.

In the passages entitled "comprehension at sight" candidates will be asked questions to test their understanding of the passage but will not be required to translate it.

for Latin composition for the candidate presenting two or three years of Latin, and for those presenting four years of Latin in one examination. Accompanying the different passages set upon the paper will be questions on forms, syntax, and the idioms of the language, as well as such questions on the subject-matter, literary and historical, as may fairly be asked.

Each candidate will choose those parts of the paper which are designed to test such proficiency in the language as may properly be acquired in two, three, or four years' study. The proper parts will be indicated on the examination paper.

The form of the paper would correspond very closely to that of the comprehensive examination now set for candidates offering two-year Latin, three-year Latin, and four-year Latin, namely,

For two-year Latin (Cp. 2)—Part I (prose translation at sight) and Part II (grammar, including syntax, and composition).

For three-year Latin (Cp. 3)—Part III (composition), either Part IV (prose—translation and comprehension at sight,* together with suitable questions) or Part V (poetry—translation and comprehension at sight,* together with suitable questions).

For four-year Latin† (Cp. 4)—Parts III, IV, and V. For fourth year Latin (Cp. K—prose authors)—Part IV.

For fourth year Latin (Cp. H—poets)—Part V. The Commission realizes that examiners should be left free to make such changes or modifications in examination papers as experience suggests. It wishes, however, to make certain recommendations at this time, namely,

- (1) That in preparing examinations for three-year and four-year papers, examiners give two passages for each year, one to be translated and one to be treated as comprehension at sight.*
- (2) That in connection with scanning no questions be asked about caesura.

IV. As an integral part of its recommendations the Commission would request that the Board prepare a Latin Word List to be used by teachers and examiners. If a candidate's knowledge of Latin and his ability to understand Latin are to be tested to such a large extent by his interpretation and translation of Latin passages at sight, it is only fair that he should know as far as possible the standard by which he is to be judged. So long as certain works of certain authors are accepted as the norm for reading in preparation for examinations, it is inevitable that teachers and students should emphasize the need of a knowledge of the vocabulary that is most common in those particular works. If it is desired that teachers should be actually encouraged to increase the range of the Latin reading of their pupils, it is absolutely necessary that no handicap or embarrassment attend this program. A statement of the vocabulary that students are expected to have at the end of two years, three years, and four years of study, will serve to reassure teachers that deviation from the beaten path is safe, provided that they take the required vocabulary as one of their guides in making their choice of selections.

This Word List should not give English meanings, or Latin compound or derivative words whose meanings can be easily inferred from root words. The List should give the words that a student should be expected to

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†In the passages entitled "comprehension at sight" candidates will be asked questions to test their understanding of the passage, but will not be required to translate it.

‡Candidates taking the four-year Latin examination will not be required to do all the passages set for sight and "comprehension at sight."

know (1) at the end of two years, (2) at the end of three years, (3) at the end of four years of Latin study. Any words other than these that are found in sight passages set for translation should have the meanings given on the paper, unless they are compounds or derivatives of the words in the List or unless their meanings can easily be inferred from English derivatives.

The Commission is glad to report that all of its recommendations are made unanimously.

MEMBERS OF THE COMMISSION

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PROFESSOR ALICE WALTON, Wellesley College

Editor's Comment: That this forward-looking document will meet with the hearty approval of the secondary Latin teacher goes without saying, for it means that if the report is adopted by the COLLEGE ENTRANCE BOARD, he is free from certain restrictions in preparing pupils for college which have embarrassed him in the past. An endorsement of the report, sent to the secretary of the BOARD, may perhaps help to secure its adoption.

A MODERN EXPERIMENT

Part of the value of writing Latin is to write it in terms of the present day. When Vergil is considered in the light of the Song of Roland, Dante, Milton, or even such narrative poems as Masfield's idealized versions of modern life; when Cicero and Caesar are regarded not merely as training-grounds for grammatical terminology, but in the same spirit as Webster's Bunker Hill Oration or Richard Harding Davis's despatches from Brussels in 1915, we immediately feel their warmth and see their bearing upon our own problems and interests.

Written in terms of the present day, the language ceases to be a far-away Latin idea, and becomes the direct medium of something which we ourselves desire to express.

Experiments have from time to time been made with editorials from newspapers, passages from standard English authors, and the various vehicles of expression with which the pupils in a secondary school would be directly familiar. The Locarno treaty, the election campaign in a large city, and the books one reads in and out of school are interesting material for such attempts at Latin prose composition. They are perfectly feasible about one time out of every four. Students' answers may be often crude, but they are always direct.

I append to the following passage from the "Spectator" three sight versions, selected at random, by pupils in third-year Latin, and a version put together at the close by the instructor. The class experimented on in this case was one of the Cicero classes of the William Penn Charter School. I select, for the sake of brevity, the opening sentence of the passage, for LATIN NOTES.

(a) Spectator No. 108

As I was yesterday morning walking with Sir Roger before his house, a country-fellow brought him a huge fish, which, he told him, Mr. William Wimble had caught that very morning; and that he presented it with his service to him, and intended to come and dine with him.

(b) Cum hesterno die cum Sir Roger pro eius domum ambularem, agricola ei magnum piscem portavit, quem, ei dixit, ab Mr. William Wimble captum esse illo eodem die: et eum cum eius auxilio ei dare et venire et cum eo cenare eum velle.

(c) Ut cum Magistro Rogro ante eius domum ambulabam hesterno die, agrestis ei ingentem ichthum ferebat quem ut dicebat Williamus Wimblus ipso antemeridie ceperat, et eum cum laboribus ei dabat et cum eo dinare expectabat.

(d) Hesterno die ambulatus cum Sir Rogero pro hac domo, adulescens suburbs ei magnum — donavit, quos, ei narravit ab Gulielmo Wimble ista — deprehensum esse; et se cum his ei donare, atque cum eo venire et — are velle.

(e) Heri ad Magistrum Rogerum, mecum pro eius domo ambulanti, attulit agrestis ingentem piscem quem, narravit, nuper captum, donari cum salutatione a Gulielmo Wimble cui in animo erat apud ipsum cenare.

It is my serious contention, in fundamental harmony with such a movement as that of the American Classical League and its developments, that our whole Latin viewpoint needs to be modernized. This great movement and its offshoots are capable of bringing the Roman tradition into harmony with American life, letters, and business. Just as Erasmus turned Latin into a living channel and gave it new force as an interpretation of the sixteenth century, so, without losing any of the benefits of thorough drill in grammar, teachers who look forward are capable of presenting this "matter of Rome" in a light that will interest and develop the thought of Young America.

—Richard M. Gummere

WILLIAM PENN CHARTER SCHOOL
Philadelphia

AN ANALYSIS OF A TEACHER'S EQUIPMENT

By Dr. William Bagley, Teachers College, N. Y.

1. A good "teaching personality."
2. General scholarship, culture, and refinement (a Basic Education).
3. "Stock in trade," involving
 - (1) Knowledge of subject-matter to be taught
 - (2) Mastery of skills to be imparted
 - (3) Clear vision of ideals to be passed on
4. Mastery of the art of teaching, involving
 - (1) Technical knowledge of:
 - a. Facts and laws of mental growth (Educational Psychology)
 - b. Peculiarities of childhood and adolescence (Genetic Psychology)
 - c. Individual differences and their laws
 - d. Accepted or established standards of:
 - a) Pupils' attainments (Tests and Scales)
 - b) Physical factors in education (the Hygiene of School Work and School Equipment)
 - c) Educational standards crystalized in laws, rulings, etc. (School Administration and School Law)
 - (2) Technical skills—habituated processes governing economy of classroom, laboratory, field, and shop (Class Management).
 - (3) Teaching: Insight and resourcefulness expressed in:
 - a. Aptness in and fertility of illustration
 - b. Clearness and lucidity in explanation and illustration

- c. Keen sensitiveness to evidence of misunderstanding and misinterpretation upon the part of pupils and students
- d. Dexterity and alertness in devising problems and framing questions that will focus the attention upon just the right points
- e. A sense of humor that will relieve tense or wearisome situations
- f. Ability to suspend judgment and yet avoid chronic neutrality
- g. The intellectual humility that means a bias toward a reasoned support of each point presented
- h. Ability to create an attitude in the class that is favorable to industry and application and which makes good work and adequate results matters of course
- i. Sensitiveness to evidence of inattention and lack of aggressive effort upon the part of pupils
- j. Ability to develop interests in pupils that will be more than transitory and that will carry over to other subjects and other phases of life
- k. A sense of proportion that insures the emphasis of salient topics and distinguishes clearly between the fundamental and the accessory
- l. A clear perception of ends

5. Professional ideals and attitudes

- (1) Appreciation of educational aims and functions
- (2) Sensitiveness to acts and motives inconsistent with professional standards (professional ethics)
- (3) Professional perspectives, mental backgrounds, points of view, etc.

—Contributed by DR. MAXIE WOODRING,
Associate in Education, Teachers College

"ULTIMI BRITANNI"

Closing lines of an editorial in *The New York Times*, January 10, 1926, suggested by the speech of Premier Baldwin on the occasion of the annual meeting of the CLASSICAL ASSOCIATION in London.

Not only has the classical speech of the past got itself ingrained in England's best. The "pietas" and "gravitas" of Roman character—two virtues which had their root in truth—carried the burden of ancient empire. They have been held in no less honor by the English than by the Roman. It was when the Roman word could no longer be trusted that the first portent came of Rome's decline—"a more significant portent than the aggregation of people in cities and the growth of immense wealth and luxury." There were not enough Romans of the best stock to carry on. There are fears "gripping us by the throat," he adds, "taking grisly shapes in the twilight" that the Great War has not left enough of the best breed in England to carry on the work of the empire which has caught the ancient torch into the hands of the youngest members of the great family—the "Ultimi Britanni." But no one doubts that, though their task is "hard enough," it will be accomplished. A phrase of HOMER or the end of a chorus of EURIPIDES does pluck at the heart-strings, as the Premier says, but they give a glory that is beyond all other guerdon to the human spirit that grips, as these "Ultimi Britanni" are doing, with the "toils of destiny itself." There is nothing more deserving of our admiration the world around than their heroic, quiet struggle, led by a straight, truthful statesman who declines to take himself tragically and who is "steeped to the lips" in historical sense.

A SON IS REMINDED OF HIS FATHER'S MERITS

INTRODUCTORY NOTE: The younger Cato, who was one of the leaders of the adherents of Pompey who were active in continuing the civil war with Caesar after Pompey's death, felt that Pompey's elder son Gnaeus showed too little energy in supporting the efforts of his associates. Cato therefore attempted to stir him to more vigorous action by reminding him of the fame which his father had won in his early years.

M. Cato interim, qui Uticae praeerat, Cn. Pompeium filium multis verbis adsidueque¹ objurgare² non desistebat. "Tuus," inquit, "pater istuc aetatis³ cum esset et animadvertisset rempublicam ab nefariis sceleratisque civibus oppressam bonosque aut interfectos esse aut exilio multatos patria civitateque carere, gloria et animi magnitudine elatus privatus atque adulescentulus paterni exercitus reliquiis collectis paene oppressam Italiam urbemque Romanam funditus deletam in libertatem vindicavit, idemque Siciliam, Africam, Numidiam, Mauretaniam mirabili celeritate armis recepit. Quibus ex rebus sibi eam dignitatem, quae est per gentes clarissima notissimaque, conciliavit adulescentulusque atque eques Romanus triumphavit. Atque ille non ita amplis rebus patris gestis neque tam excellenti dignitate majorum parta neque tantis clientelis nominisque claritate praeditus in rempublicam est ingressus. Tu contra et patris nobilitate et dignitate et per te ipse satis animi magnitudine diligentiaque praeditus nonne enteris et proficisceris ad paternas clientelas auxilium tibi reique publicae atque optimo cuique efflagitatum?"⁴

—CAESAR, *Bellum Africum*, 22

¹adsidue, continually; ²objurgare, reproach; ³istuc aetatis, of your age; ⁴efflagitatum, a supine.

—Contributed.

THE ROMAN FORUM AS CICERO SAW IT

It would be quite impossible to reconstruct what may be called the Ciceronian Forum. But how did the great square look, let us say, in 63 B.C. during the consulship of the orator and the time of the Catilinarian conspiracy? In the first place, it was less imposing than the later Forum, whose magnificence is attested by the remains we see today. Augustus boasted that he found the city of brick and left it in marble, and though this may be partial exaggeration, it suggests that commoner materials had been used for building in the days of the Republic. A dark volcanic stone called tufa, travertine (a lime formation), and sun-dried bricks were employed. White marble was used only sparingly, the exterior walls being covered with stucco or plaster. It is probable then that the Forum of 63 B. C. had a plain, perhaps antiquated look and its structures showed but little influence of the elegant architectural forms of Greek models. Moreover, the buildings were comparatively few and not lofty, their small proportions being somewhat accentuated by the elevated situation of the temples and the newly erected Tabularium on the Capitoline and the private residences of the Roman aristocracy on the edge of the Palatine. Ruins of the Roman Forum of this period would impress us in much the same way perhaps as do the plain stucco-covered walls and columns of the forum at Pompeii today.

—Walter Dennison, University of Michigan
CLASSICAL JOURNAL, June, 1908

IMPORTANT NOTICE—A list of material available for distribution (complete up to Jan. 15) is now in printed form under the title MATERIAL LEAFLET II. This may be secured for 5 cents. Copies for distribu-

tion at meetings, or for circulation through service centers or similar agencies may be obtained free of charge. Special attention is called to BULLETINS II and III.

BOOKS

Roman Portraits, by *Moses Stephen Slaughter*; Yale University Press. \$1.50.

Dictionary of Classical Antiquities, by *Seyffert*; revised by *Nettleship* and *Sandys*; 712 pages with 450 illustrations. Secondhand copies, W. J. Bryce, 69 High Holburn, London. Price about \$2.60.

Five Stages of Greek Religion, by *Gilbert Murray*; Columbia University Press. 730 pages. \$7.50.

The Greek Point of View, by *Maurice Hutton*; Hodder and Stoughton, London.

Latin in Current Periodicals and Newspapers; a dissertation by *Dr. Louisa V. Walker*, University of Iowa.

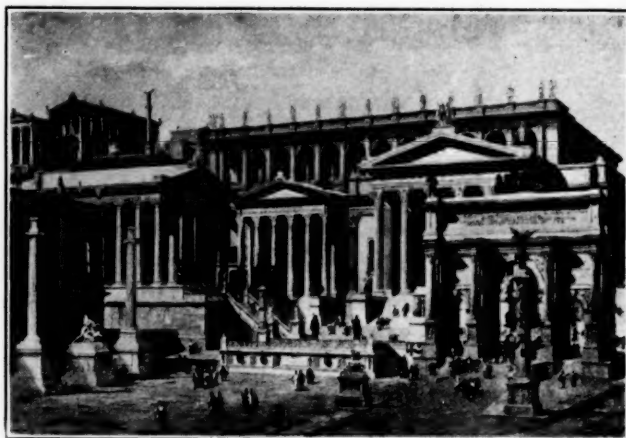
Imperial Rome, by *Martin Nillson*; Scribners.

The Death of Socrates, by *Laurence Housman*; Small, Maynard and Co.

A Page from Latin Notes Supplement XV, Entitled SOME STORIES ABOUT THE ROMAN FORUM

(Price fifteen cents including pictures)

The Forum in the Time of the Empire



Reconstruction by Becchetti; Photo sold at Spithoever's, Rome

THE ROMAN FORUM RESTORED: VIEW TOWARDS THE WEST



Photo by Alinari

THE ROMAN FORUM: VIEW TOWARDS THE WEST